

Wheatley Lane Methodist Primary School Religious Education Policy



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Mission Statement

We provide quality first teaching in a loving Christian environment where everyone is respected and valued as a unique child of God.

Safeguarding Statement

Wheatley Lane Methodist Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Vision

With God's help, we do all we can to be the best we can be.

Statement of Intent for Religious Education

Within the context of this Church School, RE will support our pupils in developing their own beliefs, values and attitudes through an exploration of shared human experience, the place and significance of Christianity and other religions in the contemporary world. An emphasis will be on Methodist beliefs and practices appropriate to the school situation. RE will play a major part in promoting the Christian ethos of the school reflected in our Vision and Mission.

In a Church School, the management of RE is a distinctive role of the Local Advisory Board (LAB) and headteacher. RE has to be in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Methodist Church. The LAB as a whole is responsible for determining the nature of Religious Education provided in its school. Although RE and Collective Worship naturally compliment and enrich one another they should be managed separately.

The Teaching of RE

RE lies at the very heart of our curriculum

- Wheatley Lane has adopted the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE.
- The Methodist units of work are delivered in Years 2, 4 and 6.
- Understanding Christianity is used as a resource to support the teaching of RE.
- At least 5% of curriculum time is devoted to RE (80% Christianity, 20% other faiths – Islam and Judaism will be taught in both Key Stages. Hinduism, Buddhism and Sikhism will be taught during their time in our school (see appendix)

It is important that the teaching of RE at Wheatley Lane Methodist Primary School equips the pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for the great world faiths is fostered in RE within a Church School. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

Aims and objectives of RE at Wheatley Lane

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

RE Statement of Entitlement: The Church of England Education Office 2019

Appropriate to age at the end of their education at Wheatley Lane the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education at Wheatley Lane should also help pupils to:

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.
- reflect theologically and explore the ultimate questions and challenges of life in today's society;

- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education at Wheatley Lane should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Spiritual, Moral, Social and Cultural development.

Spiritual development within RE at Wheatley Lane enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

SEN Provision

We recognise the individual needs of all our children and through the process of adaptation and support we aim to help them reach their full potential. This applies to pupils of differing ability levels including pupils with Special Educational Needs, English as an Additional Language and Able and Talented children.

Resources

The Questful RE Scheme is accessed via the Internet – login details can be obtained from the Headteacher. RE resources are stored in the staffroom cupboards.

Assessment and Record Keeping

Ongoing assessments and evaluations are carried out within each class to ensure lessons and activities are challenging and creative. Class teachers will use the assessment grids at the end of the RE units to stick in the children's books then both child and teacher can assess together at the end of each unit. The RE Subject Lead will also carry out curriculum walkthroughs to ensure the teaching and planning of RE reflect the importance of the subject and the level at which activities are aimed. The RE Subject Lead, alongside class teachers will assess pieces of work across the school and display in a portfolio or scrapbook; book monitoring will also take place through book looks during the year. The school is currently using scrapbooks alongside individual books to display work, show progression in year groups, through year groups and to show the attainment and standard of RE across the school. Work in these scrapbooks is also assessed using the 'Learning Ladders'. Annual written reports which include RE are sent to parents.

Parental Rights of Withdrawal

Parents may legally withdraw their children from Religious Education. If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to. Parents may request the LAB to provide Religious Education for their children according to the Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the Agreed Syllabus. The LAB **should** make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

APPENDICES

Religious Education Units of Work

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Reception	EYFS I am special EYFS Harvest <i>UC F1 Creation</i>	EYFS Christmas <i>UC F2 Incarnation</i>	EYFS Special Places Church + Mosque	EYFS Easter <i>UC</i> <i>F3 Salvation</i>	EYFS Stories Jesus heard	EYFS Stories Jesus told
Year 1	1.1 Harvest + Jewish Sukkot 1.2 God and Creation + Hindu creation story <i>UC 1.2 Creation</i>	1.3 Christmas Giving and receiving gifts <i>UC 1.3 Incarnation</i>	1.4 Jesus was special	1.5 Easter New Life <i>UC 1.5 Salvation</i>	1.7 Why is Baptism special? + Muslim birth rites	1.8 Joseph
Year 2	2.3 Jesus friend to everyone <i>UC 1.4 Gospe</i>	2.2 Christmas Good News	Belonging Together Methodist Unit <i>UC 1.1 God2</i>	.4 Easter Signs and Symbols <i>UC 1.5 Salvation</i>	/2.1 The Bible + Judaism – the Torah + Sikhism – the Guru Granth Sahib	2.5 Why is the church a special place for Christians? + Why is the mosque a special place for Muslims Mosque Visit
Year 3	3.6 Harvest + Judaism- Sukkot	3.2 Christmas God with us	3.3 Jesus the Man who changed lives <i>UC Unit 2A.4 What kind of world did Jesus want?</i>	3.4 Easter Sadness and Joy Crosses around the world <i>UC Unit 2A.5 Why do Christians call the day Jesus died Good Friday?</i>	3.1 Called by God + Islam – Prophet Muhammed <i>UC 2A:2 What is it like to follow God?</i>	3.5 Which Rules should we follow? <i>UC Unit 2B.3 People of God. How can following God bring freedom and justice?</i>

Year 4	4.1 God, David and the Psalms	4.2 Christmas Light + Judaism, Hanukkah	4.6 What is prayer? + Islam -Prayer	4.4Easter Betrayal and trust <i>UC Unit 2A.5 Why do Christians call the day Jesus died Good Friday?</i>	Warm Hearts Methodist Unit <i>UC Unit 2a.6 Kingdom of God</i>	4.5 Are all churches the same? +Sikh – Gudwara visit
Year 5	5.1 How and why do Christians read the Bible? + Hinduism - Scriptures	5.7 Christmas Christmas around the world	5.6 Loss, death and Christian hope +Buddhism –end of life ritual <i>Understanding Christianity Unit 2B.7 What difference does the resurrection make to Christians?</i>	5.4 Easter Why do Christians believe Easter is a celebration of victory <i>Understanding Christianity Unit 2B.6 (Year 5) What did Jesus do to save human beings?</i>	5.5 Significant Women in the Old Testament + Judaism – Purim (Story of Esther)	6.7 People of faith (including Charles and John Wesley)
Year 6	6.1 Life as a journey and pilgrimage + Islam - Hajj	6.2 Christmas How do Christians prepare for Christmas <i>Understanding Christianity Unit 2B.4 Was Jesus the Messiah?</i>	6.3 Why do Christians celebrate the Eucharist? +Judaism - Passover	Easter Who was Jesus?	Commitment to Christianity Methodist Unit	6.6 Ideas about God + Muslim and Hindu <i>UC 2b.1 God</i>

